



Course Specification

(Postgraduate Programs)

Course Title: Advanced Topics in Applied Linguistics

Course Code: 7501 ENG-3

Program: Doctor of Philosophy in Applied Linguistics

Department: English Department

College: College of Languages and Translation

Institution: King Khalid University

Version: 2

Last Revision Date: 10 March 2025

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A. General information about the course:

1. Course Identification:

1. Credit hours: (3)

2. Course type

A. ☐ University ☐ College ☒ Department ☐ Track

B. ☒ Required ☐ Elective

3. Level/year at which this course is offered: (Level 1/Year 1)

4. Course General Description:

This course is designed for PhD students in Applied Linguistics to explore complex and contemporary issues within the field of applied linguistics. This course delves into the intricate relationships between language, thought, and society, examining key themes such as linguistic relativity, bilingualism, multilingualism, and the implications of these concepts for language education and policy. Students will critically engage with topics including linguistic complexity, interlanguage pragmatic competence, and the role of translanguaging in shaping identity and educational practices. Additionally, the course will address the influence of big data and corpora on language research, as well as the evolution of language in the context of digital communication and social media. Ultimately, this course aims to foster a deep understanding of the dynamic interplay between language and society, preparing students to contribute meaningfully to the field.

5. Pre-requirements for this course (if any):

None

6. Pre-requirements for this course (if any):

None

7. Course Main Objective(s):

The Advanced Topics in Applied Linguistics course aims to:

- Develop learners' ability to critically examine the relationship between language and thought, considering linguistic relativity and sociopolitical influences on language education.
- Enhance learners' understanding of linguistic complexity and interlanguage pragmatic competence to improve their analysis of language acquisition and intercultural communication.
- Strengthen learners' capacity to analyze bilingualism and multilingualism, including translanguaging practices, and apply these concepts to curriculum development and identity formation.
- Equip learners with the skills to evaluate the role of corpora and big data in language research and assess changes in language use in digital communication.
- Empower learners to conduct independent research, develop well-structured research inquiries, and advocate for inclusive language policies that support linguistic diversity and social justice.

2. Teaching Mode: (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> • Traditional classroom 	36	80%

No	Mode of Instruction	Contact Hours	Percentage
	• E-learning	9	20%
4	Distance learning		

3. Contact Hours: (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	36
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify) Workshops	9
	Total	45

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods:

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding: After successfully completing the course, learners will be able to:			
1.1	Demonstrate an advanced and critical understanding of the relationship between language and thought, including the theoretical and empirical implications of linguistic relativity, and evaluate how power dynamics, sociopolitical influences, and social justice issues inform and shape language education and policy.	K1, K2	<ul style="list-style-type: none"> • Critical Reading and Seminar Discussions • Case Study and Problem-Based Learning • Research-Based and Data-Driven Analysis • Interdisciplinary and Theoretical Debates • Scholarly Writing and Peer Review 	Research projects and papers
1.2	Explore the concepts of linguistic complexity and interlanguage pragmatic competence, assessing their features and implications	K2	<ul style="list-style-type: none"> • Theoretical analysis and critical discussions 	Oral presentations

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	for language teaching, learning practices, and intercultural communication challenges in globalized environments.		<ul style="list-style-type: none"> • Corpus-based and data-driven research • Case studies and problem-based learning • Empirical studies and experimental approaches • Interdisciplinary and cross-cultural comparisons 	
1.3	Demonstrate an advanced understanding of theories of bilingualism and multilingualism, critically examining their distinctions, their implications for curriculum design, and the role of translanguaging practices in bilingual education and identity development.	K2	<ul style="list-style-type: none"> • Critical analysis of theoretical frameworks • Comparative case studies on bilingual and multilingual education • Corpus-based and empirical research methods • Problem-based learning in curriculum design 	<p>Reflective essays and focus group discussions</p> <p>Final Exam</p>

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			<ul style="list-style-type: none"> Debates and scholarly discussions on translinguaging and identity 	
1.4	Critically discuss the impact of corpora and big data on language teaching and research, as well as examine the evolution of language in digital communication and its effects on language use within online communities.	K1, K2	<ul style="list-style-type: none"> Critical analysis of corpus linguistics and big data Empirical research on digital communication Case studies on online language practices Problem-based learning in language technology Debates on sociolinguistic implications of digital media 	Midterm exam Final exam
2.0	Skills			
2.1	Develop and articulate well-structured research inquiries that address critical issues in linguistic relativity, bilingualism, and translinguaging, situating them within relevant theoretical frameworks and	S2	<ul style="list-style-type: none"> Formulation of research questions in linguistics theoretical and conceptual framework development 	Research project

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	contemporary scholarly debates.		<ul style="list-style-type: none"> • Critical engagement with scholarly debates • Research design and methodological rigor • Peer review and scholarly writing practices 	
2.2	Critically evaluate, select, and apply appropriate research methodologies for investigating linguistic complexity, pragmatics, and sociopolitical influences on language education, demonstrating methodological rigor across qualitative, quantitative, and mixed-methods approaches.	S1	<ul style="list-style-type: none"> • Critical evaluation of linguistic research methodologies • Selection and justification of appropriate research approaches • Application of qualitative, quantitative, and mixed-methods designs • Methodological rigor in language education 	<p>Research projects and papers</p> <p>Midterm exam Final exam</p> <p>Peer review and feedback sessions</p>

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			<p>research</p> <ul style="list-style-type: none"> • Ethical considerations in linguistic inquiry 	
2.3	Conduct independent, high-quality research that examines the effects of social media on language use, language rights, and social justice, while engaging in scholarly discourse through the synthesis of current research in bilingualism, corpus linguistics, and intercultural communication to construct well-founded arguments and propose innovative perspectives.	S3	<ul style="list-style-type: none"> • Synthesis of research in bilingualism, • corpus linguistics, and intercultural communication • Engagement in scholarly discourse and critical analysis • Development of well-founded arguments and innovative perspectives 	<p>Research project</p> <p>Research critique</p>
3.0	Values, autonomy, and responsibility			
3.1	Uphold ethical research practices in the study of bilingualism and multilingualism, ensuring integrity in data collection and addressing ethical dilemmas related to language rights and social justice in educational contexts.	V1	<ul style="list-style-type: none"> • Critical discussions on research ethics • Case studies on language rights and social justice • Workshops on ethical data 	Self-assessment and reflection

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			<ul style="list-style-type: none"> collection • Problem-based learning on ethical challenges • Peer review and reflective practice 	
3.2	Advocate for policies and initiatives that recognize and address the diverse linguistic backgrounds and identities of learners, ensuring equitable access to education and promoting social justice in response to sociopolitical influences on language rights and education.	V2	<ul style="list-style-type: none"> • Policy advocacy for linguistic diversity and equity • Case studies on language rights in education • Critical discussions on sociopolitical influences • Problem-based learning on inclusive language policies • Research-driven strategies for social justice 	Reflective essays Focus group discussions
3.3	Foster interdisciplinary collaboration by integrating insights from neurolinguistics, pragmatics, and corpus	V3	<ul style="list-style-type: none"> • Interdisciplinary collaboration in linguistics 	Research projects Focus group discussions

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	linguistics to enhance understanding of language teaching dynamics and drive innovation in applied linguistics research and practice.		<ul style="list-style-type: none"> Innovative approaches to language teaching and research Bridging theory and practice in applied linguistics 	

C. Course Content:

No	List of Topics	Contact Hours
1.	Language and Cognition: <ul style="list-style-type: none"> The relationship between language and thought (linguistic relativity). Neurolinguistics and its implications for language education. 	3
2.	Critical Applied Linguistics: <ul style="list-style-type: none"> Examining power dynamics in language education. Language rights and social justice issues. Sociopolitical influences on language education and policy 	6
3.	Linguistic complexity: <ul style="list-style-type: none"> Defining linguistic complexity Features of linguistic complexity Assessing linguistic complexity 	3
4.	Pragmatics and Intercultural Communication: <ul style="list-style-type: none"> Interlanguage pragmatic competence. Intercultural communication challenges in globalized environments. The role of politeness strategies in different cultures. 	6
5.	Bilingualism and multilingualism: <ul style="list-style-type: none"> Bilingualism and multilingualism: definitions and distinctions Theories of bilingualism Bilingual Advantage Bilingualism and bilingual education: ideology, identity and empowerment. 	6
6.	Translanguaging: <ul style="list-style-type: none"> Translanguaging Practices Exploring the concept of translanguaging and its implications for bilingual education. The effects of translanguaging on language development and identity. 	6
7.	Corpus Linguistics: <ul style="list-style-type: none"> The use of corpora in language teaching and learning. Analysis of specialized corpora. 	9

	<ul style="list-style-type: none"> • The impact of big data on language research. 	
8.	Language and Social Media: <ul style="list-style-type: none"> • The evolution of language in digital communication. • The impact of social media on language change and language use. • Language practices in online communities. 	6
Total		45

D. Students Assessment Activities:

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Reflective essays	4	5%
2.	Research critique	6	10%
3.	Midterm exam	7	25%
4.	Research project	10	10%
5.	Oral presentation	11	10%
6.	Final exam	13	40%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities:

1. References and Learning Resources:

Essential References	<p>Cook, V. (2021). The language in language and thinking. <i>Vigo International Journal of Applied Linguistics</i>, (18), 35-58.</p> <p>Pennycook, A. (2004). Critical applied linguistics. <i>The handbook of applied linguistics</i>, 784-807.</p> <p>Hayriye Kayı-Aydar (2019) Positioning Theory in Applied Linguistics Research Design and Applications , Basingstoke: Palgrave Macmillan</p> <p>Bialystok, E. (2021). Bilingualism: Pathway to cognitive reserve. <i>Trends in cognitive sciences</i>, 25(5), 355-364.</p> <p>Kecskés, I., & Assimakopoulos, S. (Eds.). (2017). Current issues in intercultural pragmatics (Vol. 274). John Benjamins Publishing Company.</p> <p>James Simpson (ed.) (2011) <i>The Routledge Handbook of Applied Linguistics</i> , London: Routledge</p> <p>Baker, C., & Wright, W. (2021). Foundations of Bilingual Education and Bilingualism (Bilingual Education and Bilingualism). <i>Multilingual Matters</i>.</p> <p>Matras, Y. (2020). <i>Language contact</i>. Cambridge University Press.</p>
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	Page, R., Barton, D., Lee, C., Unger, J. W., & Zappavigna, M. (2022). <i>Researching language and social media: A student guide</i> . Routledge.
Supportive References	<p>Wei, L. (2020). Dimensions of bilingualism. In <i>The bilingualism reader</i> (pp. 3-22). Routledge.</p> <p>MacSwan, J. (Ed.). (2022). <i>Multilingual perspectives on translanguaging</i> (Vol. 1). Channel View Publications.</p> <p>Alqarni, N., & Dewaele, J. M. (2020). A bilingual emotional advantage? An investigation into the effects of psychological factors in emotion perception in Arabic and in English of Arabic-English bilinguals and Arabic/English monolinguals. <i>International Journal of Bilingualism</i>, 24(2), 141-158.</p> <p>Stefanowitsch, A. (2020). <i>Corpus linguistics: A guide to the methodology</i>. Language Science Press.</p>
Electronic Materials	<p>Wiley Researcher Academy</p> <p>ScienceDirect</p> <p>https://sdl.edu.sa/SDLPortal/ar/Publishers.aspx</p>
Other Learning Materials	<p>Dahl, Ö. (2004). The growth and maintenance of linguistic complexity.</p> <p>Paap, K. (2019). The bilingual advantage debate: Quantity and quality of the evidence. <i>The handbook of the neuroscience of multilingualism</i>, 701-735.</p>

2. Educational and Research Facilities and Equipment Required:

Items	Resources
<p>facilities</p> <p>(Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)</p>	<ul style="list-style-type: none"> ● Classrooms equipped with audio-visual aids to facilitate lectures and presentations. ● Library facilities ● Computer laboratories ● Language laboratories ● E-learning and virtual classrooms
<p>Technology equipment</p> <p>(Projector, smart board, software)</p>	<ul style="list-style-type: none"> ● Projector for displaying presentations, video analyses, and case studies. ● Smart Board for engaging students in collaborative analysis.

Items	Resources
Other equipment (Depending on the nature of the specialty)	<ul style="list-style-type: none"> Conference rooms

F. Assessment of Course Quality:

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Assessed by students, faculty, program leaders, and peer reviewers using direct feedback and evaluations.	Assessed through student evaluations, peer reviews, classroom observations, and teaching feedback surveys.
Effectiveness of students' assessment	Evaluated by students, faculty, and program leaders through exam performance, project outcomes, and feedback.	Evaluated through analysis of exam results, project outcomes, grading consistency, and student feedback.
Quality of learning resources	Reviewed by faculty and program leaders based on student feedback and peer reviews.	Reviewed via surveys, resource usage analytics, student and faculty feedback, and comparison with academic standards.
The extent to which CLOs have been achieved	Measured by faculty, program leaders, and peer reviewers using assessments, exams, and student portfolios.	Measured through direct assessments like exams, projects, portfolios, and indirect methods like student self-assessment and surveys.
Other	Assessed by a combination of students, faculty, program leaders, peer reviewers, and external evaluators using surveys, feedback forms, and reflective essays.	Assessed using qualitative feedback, focus groups, external reviews, and additional surveys tailored to specific concerns.

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval Data:

COUNCIL /COMMITTEE	ENGLISH DEPARTMENT COUNCIL
REFERENCE NO.	8-17-46
DATE	16 MARCH 2025